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oped, and where facts in history, geography, and archæology applicable to the text are stated. The desire to benefit others must be alone apparent as his motive. No line he pens should rob another of his due. If possible, it would be well that no passage should be merely translated, and so left. The data may be collected for the pupil, but in nearly all cases it were well, that he should be left to draw for himself the inference which gives him the interpretation.

Such, in their main features, are the aids offered by Professor Lincoln. He has taken the latest and most approved text as the foundation of his own. The selections are judicious. We are particularly pleased with the selection of the entire books which relate the occurrences during Hannibal's invasion of Italy, an event so momentous and interesting.

We must close this notice with the expression of the hope, that all our scholars will remember, while they are provided with such improved instruments for observation as these modern aids for understanding the style and reaching the meaning of the ancients, that their ultimate aim should be, not merely to contemplate the instrument, nor even to observe the phenomena it reveals, but to deduce the great laws of human and divine life and thought displayed thereby.

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3. — *Locke Amsden, or the Schoolmaster ; a Tale.* By the Author of "May Martin" and "The Green Mountain Boys." Boston : B. B. Mussey & Co. 1847. 12mo. pp. 231.

THIS volume, written by Judge Thompson, of Montpelier, Vermont, is greatly superior to his former publications. It is the first novel that we have seen, the main purpose of which is to advocate and improve the American system of common schools. The writer has performed his work with discretion, good sense, and some skill and humor in the delineation of character. He does not dive among transcendental ideas to find a new basis for elementary education, but represents children and facts as they actually exist, and proceeds to point out the best modes of improving the people's colleges. As nineteen children out of twenty in our land receive in these common schools all the instruction which they ever obtain, it is of measureless importance that the schools should be constantly watched, and the proper mode of managing them be generally understood. Locke Amsden comes forward as a judicious and popular advocate of

school reform, and discourses with considerable ability about school-houses, ventilation, school-books, school-committees, and competent teachers, as well as the best modes of instruction and government. These topics form the main trunk of the book, round which the author has quite prettily entwined the tendrils of a love-story. While book-learning has its place of honor assigned it, self-culture and habits of reflection not learned from books are strongly inculcated. Captain Bill Bunker is the character introduced to illustrate these qualities. Locke Amsden is the schoolmaster, who shows both sources of knowledge united, and his character is well sustained throughout, though it is less original than that of Bunker. His examination as candidate for the situation of teacher of a country district school is laughable enough, and shows with ludicrous fidelity what a farce is acted over in this respect, every season, in most of our villages and smaller towns. The superiority of the solid to the merely ornamental branches in education is humorously set forth in the contrast between two families. Every young lady in the United States might derive a profitable lesson from this portion of the story. The burning of Carter's house, near the end of the tale, is, we confess, rather too tragic a catastrophe for our taste, though professed novel-readers may not complain of it. The heroine is left in the house, and while her lover and father are vainly seeking for her among the flames, she suddenly appears on the roof, which is about to fall. It required all the sagacity of the ingenious Captain Bunker, and all the desperation of a frantic lover, to rescue her from death; and we must think, that the rescue was effected rather more easily than the perilous circumstances would permit. We know that love, at such a crisis, has giant strength and angel wings; but we remember that gravitation does not, on that account, relax a tittle of its claims.

With regard to style, the work is an improvement on May Martin. The language is clear and strong, though there are a few sentences which might be remodelled to advantage. The chief aim of the book is worthy of all praise. It recognizes that central principle in the Prussian system, "As is the teacher, so is the school"; and its main purpose is to illustrate the doctrine, that competent teachers cannot have bad schools, incompetent teachers cannot have good ones. If New England would elevate her seminaries of learning to the point required for the due support of civilization, liberty, and religion, she must have accomplished teachers. We know of few books on this all-important subject which can be read with more profit by all classes than *Locke Amsden*, revealing, as it does, the defective systems of instruction that are in use, and suggesting the proper remedy for existing evils.